

Restorative Works

year in review

2012-2013

MAKING CONNECTIONS

COLLABORATIONS
BOLSTER IMPACT OF
RESTORATIVE PRACTICES

LEARNING ONLINE

IIRP GRADUATE SCHOOL
EXPANDS ONLINE OFFERINGS

Restorative **POLICING**

BUILDING RELATIONSHIPS
AND COMMUNITY

Monica Evans is a community police officer in Detroit, Michigan, and a licensed IIRP trainer. Read about her work on p. 13.



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year in review



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3 From the President

Publishing *Dreaming of a New Reality* inspires Restorative Works learning network

4 IIRP Graduate School

New hybrid and online curriculum makes education accessible to students around the world

6 Highlights of the Academic Year

IIRP Graduate School celebrates commencement, the World Conference, new publications and its first Homecoming

7 Professional Development

Practical educational philosophy extends throughout the Lehigh Valley Restorative Zone

8 International Initiatives

Highlighting restorative projects across the globe

10 Building Momentum

Regional, national and international collaboration advances restorative practices

11 Applications in Schools

Restorative practices in education is making a difference in students' lives

12 Applications in Justice

Restorative Reporting Centers fortify youths' connections with their families

13 Applications in Community

Restorative practices in Detroit develops relationships that change behaviors

14 Applications in Leadership

Modeling restorative practices changes school climate

15 Gratitude

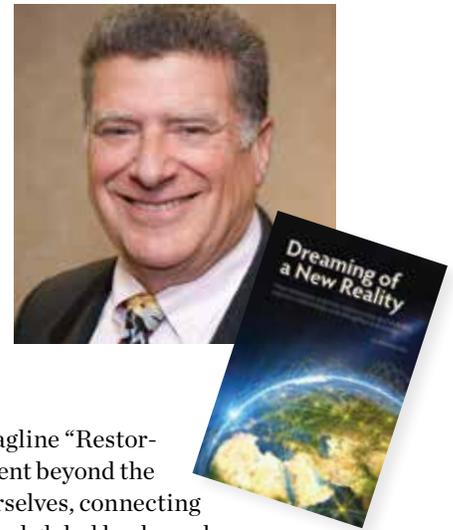
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DREAMING OF A NEW REALITY

This past year I completed a book, *Dreaming of a New Reality: How restorative practices reduce crime and violence, improve relationships and strengthen civil society*, outlining the impact we have had in a relatively brief time. We now have good reason to assert that restorative practices effectively answer some of our modern societies' greatest challenges.

The International Institute for Restorative Practices is increasing our collective knowledge and our individual skill through graduate coursework and continuing education. This past year we created an online Restorative Works learning network to help us learn how best to sustain and expand our impact by focusing on what works, what doesn't, how and why.

To meet our mission and strengthen civil society, the IIRP adopted the tagline "Restoring Community in a Disconnected World." Now, to sustain a global movement beyond the graduate school, we must also focus on building the connections among ourselves, connecting our faculty, international directors, researchers, alumni, and community and global leaders who are allied with restorative practices. Working with one another, we will be more cooperative and productive and together positively impact human behavior in communities around the globe.



MAKING CONNECTIONS

The Restorative Works learning network inspired this year's IIRP World Conference theme of "Restorative Works: What Works, What Doesn't, How and Why," which brought 190 participants to Bethlehem, Pennsylvania, USA.

A handwritten signature in black ink that reads "Ted Wachtel".

Ted Wachtel
President and Founder

ON THE RIGHT COURSE

New Online Curriculum Expands Knowledge and Accessibility



Since our inception, the graduate school has grown our curriculum with valuable feedback from our students and faculty, who are requesting more online learning opportunities to accommodate professionals from across the globe, as well as more flexibility to select electives that apply to a variety of professional interests. This year's graduating class was the first to participate in a fully online capstone course, in which students utilized video to present their final presentations to the full class. Ayane Abui was able to participate from her home: "I went back to Tokyo, Japan, and I Skyped in with all my fellow students in the final circle. Being able to laugh together was so important. What creates connections most is to keep smiling."

Recognizing that certain restorative practices must be experienced in person, the IIRP continues to offer hybrid courses that pair essential face-to-face instruction with supplemental online coursework. Our unique learning model allows people to participate in professional development events as stand-alone experiences or pair them with online instruction. The online portion of these hybrid courses enables students to delve deeper, fully exploring the powerful concepts introduced at the event while earning graduate credit.

This year we increased our hybrid course offerings and the number of professional development event locations, and we were pleased that more students used these events as doorways to graduate education.



In addition to being more accessible to a growing student body, our interactive online instruction has also allowed us to pull in the expertise of restorative practitioners across the globe. The IIRP's international directors were able to join the online graduate course Restorative Justice: Global Perspectives and share their experiences implementing restorative justice in England, Hungary and Australia.

(Student **Spotlight**)

Kristin Wraight Violence Prevention Educator, CT

IIRP Graduate School classes have helped transform Kristin Wraight's work facilitating age-appropriate discussion about violence and building healthy conflict-resolution skills in elementary through high schools. She uses the circle process to engage every student, building meaningful relationships. In one classroom circle, students were asked to name "one person they'd like to communicate with better." A boy who had never participated before suddenly said, "I want to have better communication with my father. He thinks I'm responsible for the death of my sister." This opened the door to building connections with the boy — a door that had been shut tight.



Rodney Tolson K-12 School Restorative Practices Director, MD

Rodney is implementing restorative practices in his school, engaging children, teachers, administrators and parents. He depends on restorative practices to solve problems. When some seventh graders said they were being bullied, Rodney used circles to engage the class in addressing the issue. The students who were doing the bullying got to hear from the other students about how their behavior affected them, the "bullies" apologized and the bullying stopped.



New Hybrid & Online Courses



8
New Electives for
Graduate Education

- Aggression Replacement Training® (ART®): Behavioral Interventions that Work
- Narrative Processes for Empowering Youth
- A Restorative Approach to Educating the High-Risk and High-Need Student
- Restorative Justice in Communities
- Restorative Justice: Global Perspectives
- Restorative Practices: The Promise and the Challenge
- Restorative Practices in Life Space Crisis Intervention
- Social and Emotional Learning in the Restorative Classroom

Hybrid Course Events



56
events held



18
cities around the world

Graduate School Enrollment



99 STUDENTS IN 2012-2013 SCHOOL YEAR

53% In PA



32% Out of PA



15% International



« “At the IIRP I have found something for myself that is making me a better person and is also giving me a new lease on doing my craft, which is being a classroom teacher.”

– David Knightly, Teacher, Oxford, ME

HIGHLIGHTS OF THE ACADEMIC YEAR

2012-2013



» This year, 20 graduates earned their master's degrees at the International Institute for Restorative Practices — our sixth graduating class. More than 90% of students relied on the IIRP's Pay-It-Forward scholarship for their education, and the Restorative Practices Foundation awarded more than \$100,000 to students.



» The Restorative Works learning network debuted in April, featuring the work of IIRP alumna Sharon Mast. "Baby College" shows how implementing restorative principles has helped new parents improve social, emotional and cognitive outcomes for their young children.

Forging Justice

» *Forging Justice*, a restorative justice mystery written by IIRP librarian and alumna Margaret Murray, introduces concepts of restorative practices to readers around the world.



IIRP 16th World Conference



» The IIRP's first Homecoming: Without a football team, the IIRP Graduate School rallied around its 16th World Conference in October and welcomed current graduate students, alumni, faculty and international directors.



» October brought 190 participants to Bethlehem, PA, for the 16th IIRP World Conference. With plenary presentations focused on restorative practices in criminal justice, schools and faith communities and close to 60 breakout sessions, people shared their experiences on the theme of "Restorative Works: What Works, What Doesn't, How And Why."

(AlumniSpotlight)

Robin Ide

Class of 2012



IIRP alumna Robin Ide is making a big difference with children with intellectual, developmental and behavioral disabilities and their families, in her role as Behavioral Health Rehabilitation Services Supervisor at Indian Creek Foundation in Souderton, PA.

Employing restorative practices while working with families, she brings them together so they can voice their concerns and come up with their own solutions. "I don't say this is the better way," says Ide. "I ask what they want to change and help them figure it out. Because they own the ideas, they're more effective." For example, she empowered parents of a child with severe medical and behavioral issues to pull together by helping them talk with each other about their hardships and stresses, ending a cycle of blame and resentment. "This isn't world changing," says Ide, "except it is — for them."

Robin models restorative practices for her staff and holds regular meetings where everyone shares their successes and challenges.

THE RIGHT STUFF

Professional Development Teaches Practical Skills

The IIRP's educational philosophy states that by addressing current problems, we can build social capacity, not just for the moment, but also for long into the future. The IIRP's Continuing Education division focuses on practical strategies and powerful concepts to address some of society's greatest challenges. We provide a continuum of professional development learning opportunities, from topic-specific webinars to multiday events offered around the world. All of these events, including our World Conference, are open to the public and designed for modular learning to help individuals develop the skills they need most and continue to build their knowledge of restorative practices.

Part of the fun and success of our events comes from the way they're taught. We believe that learning occurs best within a participatory community where people can actively engage in their own education and interact with others from diverse fields, who nevertheless sometimes share similar experiences. Christine Newman-Aumiller, a school psychologist from Indiana, observed, "The best thing about the restorative practices event was the group learning — the way we interact with each other. I found it so much more effective in mastering new concepts than simply listening to someone talk to me."



Making CONNECTIONS

LEHIGH VALLEY Restorative Zone

Two high school kids were on the verge of a serious fight on the basketball court, but they decided to talk it out instead. They weren't afraid to use their words instead of their fists. They'd learned about restorative practices at Liberty High School, in Bethlehem, PA, and took it with them out into the world.

This year, the four high schools in Bethlehem and Allentown are implementing restorative practices and beginning to see very promising results, including decreased discipline problems and stronger school communities. With the practices influencing kids' behavior, the hope is that these positive outcomes can provide a springboard for change beyond the school walls into the wider community, creating the Lehigh Valley Restorative Zone.



26

individuals attended Basic Restorative Practices events with scholarships from the Restorative Practices Foundation



672

school staff & faculty trained



11,546

high school students in Allentown and Bethlehem school districts



Faith communities are joining our efforts. Tom Albright, an IIRP graduate student, founded the RIPPLE church partnership of Allentown, implementing restorative practices within a pastoral community. Community support sprang from First Presbyterian Church of Allentown's Peace & Justice Mission Team, which brought in restorative practices education and took up collections in support of the Lehigh Valley Restorative Zone.

GROWING A WORLD-WIDE MOVEMENT

Working *with* IIRP Affiliates and Colleagues

{TORONTO, CANADA}

Director of IIRP Canada Bruce Schenk was part of the keynote panel at Canada's annual National Restorative Justice Symposium. Bruce notes, "What started very much as a restorative justice conference 15 years ago, within the criminal justice movement, has evolved along with the whole field and really exemplifies the theme of innovation."

{BOISE, IDAHO}

Lincoln County Magistrate Judge Mark Ingram, a restorative practices advocate, conducted an introductory restorative conference with Michael, a young man who had just been released from detention after attempting to murder his friend's grandfather. The conversation was recorded by National Public Radio's StoryCorps and archived in the U.S. Library of Congress. The full conference, with more stakeholders participating, is scheduled for late November and will be an opportunity for those affected by the crime to express their feelings and for Michael to make amends.

{EL SALVADOR}

IIRP licensee Fe y Alegria is offering restorative practices training and follow-up in three public schools in El Salvador. Miguel Tello, director of the Central American Center for Restorative Practices, an IIRP affiliate, says that Fe y Alegria's work has resulted in better communication among teachers, an improved school environment and less conflict among students. Other public schools in El Salvador have heard about the experiences in these three schools and have requested training from Fe y Alegria.

{TRINIDAD AND TOBAGO}

IIRP licensed trainer Hazel Thompson-Ahye is on a mission to implement restorative practices in her home country and throughout the Caribbean. She's been setting up numerous trainings throughout the region, which have been attended by a wide range of professionals, including police, faith leaders, teachers, school counselors, social workers and children's home staff. The participants were very excited by what they learned, says Thompson-Ahye, and there is interest in both Trinidad and Tobago and Dominica in incorporating restorative practices into their justice and education systems.

{SWANSEA, WALES}

Hilary Davies, the restorative practices project manager for Swansea, which was trained by IIRP Europe, says, "In the schools we are witnessing quieter classes, staff who feel more engaged and a reduction in parents visiting the headteacher with complaints in relation to pupils interacting with their children. Hearing the pupils talk openly about their problems and seeing how empathetic they are with each other has been really emotional at times, but enormously rewarding. Schools using RP have a different atmosphere now; children are calmer and happier and enjoy coming to school, and this has contributed to improved attendance in schools trained in the first phase."

{ROTTERDAM, THE NETHERLANDS}

As Family Group Conference regional manager for the non-profit organization Eigen Kracht (Dutch for “Our Power”), Cora Veelen uses family group conferencing (known in the U.S. as family group decision making) to bring together families and their communities of care when households face eviction. This formal restorative process convenes family members and their circles of support to help find a new living situation and resolve some of the underlying problems that led to the eviction.

{NORTHERN AUSTRALIA}

Terry O’Connell, director of IIRP affiliate Real Justice Australia, and Bjorn Christie-Johnson, CEO of Boarding Australia, are bringing restorative practices to remote indigenous communities, working with boarding school staff, students and parents. For example, before restorative practices implementation at Kormilda College’s residential boarding program, students were out of control, and there was a residential staff turnover of 60 in two years. “When staff sent students home, they would wake them at 5 a.m. and escort them off the campus to avoid damage such as smashing windows.” Restorative practices have transformed the school by providing meaningful engagement for the community, students and staff in issues that concern them.



Making CONNECTIONS



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TEAM BUILDING

Restorative practices is building momentum through collaboration with a variety of organizations



■ **Newark Public Schools** and **Newark Police Department** launched an initiative with the IIRP to end the “school-to-prison pipeline.” Every high school in Newark will participate in year-long trainings and will be matched with a lead Newark police officer familiar with that school’s community who will also be trained in restorative practices.



■ **The National Institutes of Health** are supporting the first randomized controlled trial of restorative practices, to be conducted by RAND Corporation at 16 schools in Maine. The IIRP is supporting local trainers from the Restorative Justice Project of Midcoast Maine in overseeing Whole-School

Change implementation. “This innovative research will look not just at the impact on the school environment, but also at how it works with school staff and how it works for youth,” said Joie Acosta (pictured here), RAND principal investigator.



■ **School Nurse News** published an article highlighting restorative practices as fundamentally compatible with the nursing process: “DAPE” — Data, Assessment, Plan and Evaluation. The article featured IIRP alumna and school nurse Jacquie Exum (pictured here).



■ **IIRP Europe**, formerly IIRP U.K. & Ireland, was established, integrating our centers in the U.K. and Hungary. IIRP Europe CEO Les Davey (pictured here) is pleased that this will better represent the IIRP’s activities across Europe.



■ **Youth Off the Streets**, Australia, an organization working with young people facing challenges of homelessness, drug and alcohol dependency, neglect and abuse, participated in restorative practices training with Real Justice Australia director Terry O’Connell (pictured here) and IIRP assistant professor John Bailie.



■ **Voice of America** broadcast a segment on restorative practices at City Springs Public Charter School (K-8), in Baltimore, MD, which has implemented the IIRP Whole-School Change program. (See photos from City Springs to left and in circle above.)



■ **Restorative Justice: An International Journal** debuted as a peer-reviewed journal founded to facilitate the development and exchange of the best and most rigorously researched theoretical and practical scholarship of restorative justice.

TRANSFORMING ANGER

Community Service Foundation
and Buxmont Academy



Joe DiIorio graduated from CSF Buxmont Academy Sellersville in 2007. Now 25, he was honorably discharged from six years in the U.S. Marine Corps, has traveled to 20 countries and seen combat in Afghanistan. But he comes back to visit CSF Buxmont Sellersville coordinator Kip Suida and the other staff every chance he gets.

When Joe came to CSF he was in a lot of trouble — for fighting and for doing and selling drugs. He'd been expelled from several schools and locked up for 18 months. CSF was his last chance.

“Joe was very angry,” says Kip.

Joe agrees: “I gave them a really hard time with my bad-assed attitude.”

But something clicked for Joe at CSF. “They actually cared. I never felt that before. No matter how much grief I caused, they were still there for me, figuring out another way to get to me.”

And because of that support, says Joe, “I was able to open up and express myself.”

Joe became a leader at CSF. “When new kids came with the same bad attitude I had, I became a mentor. I felt like I could motivate them and that helped motivate me.”

Joe's leadership abilities served him in the military, where he continued to move up the ranks.

Now Joe is excited to begin his civilian life, with a new apartment, a new car, a steady girlfriend, a retail job (“I'm really good with people”) and as father to his four-year-old son, Ziah.

He will continue to drop in on Kip and CSF. “They're still glad to see me and excited to hear about my life,” says Joe. “They really care about me.”



⚡ These three boys were thrilled to earn their high school diplomas from Community Service Foundation/Buxmont Academy Pottstown in June 2013. The five CSF Buxmont secondary schools serve both general and special education students in grades 6-12. Buxmont Academy Elementary Program at Pottstown serves special and regular education students in grades 1-6. As demonstration programs of the IIRP, all the schools are wholly restorative environments. Teachers and counselors support students in building a future through supporting academic achievement, technology education and teaching the social and emotional skills needed to succeed.



Making CONNECTIONS



⚡ Based on the success at Harding Middle School (pictured above) and other Philadelphia schools, the IIRP was awarded a multiyear grant by The Philadelphia Foundation to implement the Whole-School Change program in 10 middle and high schools in the School District of Philadelphia that are “receiving schools,” admitting new students from schools that were closed due to financial concerns. “Students cannot learn and teachers cannot teach in environments where they do not feel safe,” explains R. Andrew Swinney, president of The Philadelphia Foundation. “The grant aims to provide a comprehensive long-term approach that will change the culture of schools in which the threat of violence prevents learning and achievement.”

RESTORATIVE REPORTING CENTERS

Keeping Youth Connected to Family and Community



Bringing Restorative Practices to Justice Professionals

▲ This year, the IIRP provided our Training of Trainers to professionals in the Idaho Department of Juvenile Corrections, so they can begin to roll out restorative practices across the state. We also trained the New York City Department of Probation, Juvenile Operations Division, in basic restorative practices and how to work restoratively with victims. In addition, we trained the Solano County Bar Association (California) in how to facilitate restorative conferences to respond to crime and wrongdoing.

▲ City University of New York and the Kings County District Attorney's Office hosted a symposium — "Race, Law, and Justice: Strategies for Closing the School-to-Prison Pipeline" — for which John Bailie, Ph.D., IIRP assistant professor and director of continuing education, presented on restorative practices.

Youth on juvenile probation are building new lives for themselves in CSF's Restorative Reporting Centers (RRC), after wmultiple violations of probation and problems in the community. At CSF, we believe that everyone is capable of growth and change: We don't give up on kids.

The kids at CSF's RRC program are thriving because this community-based alternative to secure residential placement keeps them home with their families and in their neighborhood schools. The program provides restorative practices — high control plus high support — along with schoolwork help, life skills training and strong support for family engagement.

"When everyone's working together — kids, families and staff — that's what really makes it work," says RRC coordinator Jerry Bradley. One of the only coeducational reporting centers in the U.S., the RRC program serves youth from Bucks County, PA.

In the photo, Quinton Bolden (far left) and Joseph Lees (far right) completed the RRC program successfully, and Kenneth Wright (middle) and Kevin Gille (on ground) have become leaders for other kids in the program and are on track to finish the program successfully themselves. "I used to rob people and cars to get drugs," says Joe Lees. "At RRC, I learned how to talk about stuff I wasn't comfortable with: my past, why I did what I did, how to plan for not messing up. Now, I'm closer with my family. I'm clean, and I plan on being clean forever."

TOWARD A RESTORATIVE DETROIT

Transforming Relationships in the Motor City

Detroit, Michigan, can claim some of the highest rates of school expulsion, dropouts, truancy and violence in the country. But Henry McClendon, a program officer at Skillman Foundation observed, “We don’t have a crime problem, we have a relationship problem.” Fortunately, restorative practices is making inroads throughout Detroit, in schools, law enforcement, the courts and community and faith-based organizations, with leadership provided by the influential Detroit nonprofit social services agency Black Family Development, Inc. (BFDI). BFDI is an IIRP affiliate that harnesses restorative practices to build relationships and consequently has changed behaviors.

At Cody High School, police action and a “Scared Straight” intervention did nothing to resolve the problems that had sparked a serious gang fight involving more than 50 students.

So Detroit community police officer Monica Evans, a licensed IIRP trainer, began holding “proactive circles” with some of the school’s most disruptive students. “We picked the 10 ‘worst kids’ [juniors] at APL [the Academy of Public Leadership, within Cody High School] and six senior girls who were in danger of being expelled from MCH [the Academy of Medicine and Community Health, also within Cody]” (Within restorative practices, we don’t consider kids to be the “worst” or inherently bad. We separate the deed from the doer; we disapprove of inappropriate behavior, but not the person.)

The students’ first reaction to meeting in these groups was, “I’m not talking to no ‘m-effing’ police officer” said Monica, but as soon as she opened up and began to share her own story of hard times growing up — modeling restorative practices for the kids — they were hooked.

The groups met weekly for several months, sharing confi-



dences, setting goals and making plans for the future. Among these kids, school attendance increased, grades improved and disciplinary problems and fights plummeted.

These positive results trickled down to the rest of the school, says Monica, because the kids in the groups became restorative leaders, modeling the practices for other students.

Most of the group of six senior girls are continuing on to higher education in community college, through grants and scholarships. Rolanda Williams had been the most confrontational and defiant of all. The daughter of a drug dealer, she regarded authority figures, police especially, as the enemy. But the relationship she built with Monica in proactive circles affected her so deeply that she is “shadowing” Monica in her job as a community police officer and plans to become a police officer herself.



MAKING CONNECTIONS

« **Monica Evans** came from Detroit to train police officers working with Newark Public Schools when NPS and Newark Police Department launched an initiative with the International Institute for Restorative Practices to “end the school to prison pipeline” in Newark.

WHOLE-SCHOOL CHANGE

Sharing Control Allows Students to Shape Their Future

Warren G. Harding Middle School, in Philadelphia, is in the second year of the IIRP Whole-School Change program. Principal Michael Calderone says that restorative practices represents a big shift. “We’re taught to direct and control things, but kids need to take ownership for their own learning and behavior, and middle school is a crucial time for this. These kids aren’t babies anymore. We’re preparing them to be more independent.”

Prior to restorative practices, when a child was given out-of-school suspension, administration would meet with the child’s parent without the child. He or she would return to class after the suspension, angry and frustrated, and often repeat the behavior. Calderone’s leadership emphasized restorative responses, reducing out-of-school suspensions by 65 (from 406 in 2011-2012 to 341 in 2012-2013) and keeping more students in school, where they can learn.

Now when an incident occurs, the child, parent, teacher and sometimes the child’s entire class meet in a circle and answer restorative questions to explore what happened, hold the child accountable and repair the harm. If a child commits what’s deemed a “non-negotiable offense” and suspension is mandatory, a circle is held to reintegrate the child back into the classroom. These processes enable the child to hear how his or her behavior affected others, make amends, repair harm and shed the “offender” label. Others affected have a chance to be

heard and feel better about what happened, and fellow students learn from their peer’s experience.

Proactive circles are held regularly in every Harding classroom, to enable students to get to know each other and build community. Teachers hold check-in circles first thing Monday morning for students to share their weekend activities, “anything from going to the movies to getting arrested,” says Michael, and to set goals for the week.

As students become comfortable with circles and trust them as a way to address problems, they will ask for them. A new Harding student was disrupting classes and annoying his fellow students, who asked their teacher for a circle. “Instead of shoving him and telling him to shut

“We use circles to build bridges. Staff meetings are held in a circle. We model restorative practices in everything we do.”

– Michael Calderone, Principal, Harding Middle School



up, in the circle the kids told him, ‘We welcome you, but this isn’t how we work here. We have plans. We want to learn. You need to get on board.’” The new child listened to his peers, and matters improved. Using restorative practices means less disruption in the classroom and more time spent on instruction.



Michael Calderone’s story will be featured in *Principal Leadership*, the magazine of the National Association of Secondary School Principals (NASSP). IIRP instructor Steve Korr will be a featured speaker at NASSP’s annual conference, February 6–8, 2014, in Dallas, Texas, presenting about “Improving School Climate and Culture through Restorative Practices.”

THANK YOU

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«Dr. Ora Wry, Narragansett, RI

Ora read the scholarship application of a community leader involved in drug and alcohol abuse prevention and contacted the IIRP to pledge her support to a full scholarship for a Master of Science in Restorative Practices. Ora saw an energy and vision in this student and wanted any financial barrier to be eliminated as soon as possible. Says Ora, "We need a way to preserve the heart that sees a flicker of hope in the darkest situations. Restorative practices helps each of us to find our own light by helping others to find their light during difficult times. The IIRP goes beyond helping or fixing, serving as a model for personal growth with interventions for community awareness and stability."



Restorative Works

learning network



Join us at RestorativeWorks.net

The Restorative Works learning network connects you with a growing social movement that is reducing crime and violence, improving relationships and strengthening civil society around the globe. Restorative Works offers free educational content, news and announcements to help people become more knowledgeable and proficient in restorative practices.

Sign up for the Restorative Practices eForum, the voice of Restorative Works, to have periodic updates delivered to your inbox.

Restorative Practices Foundation

Restorative Works is a project of the Restorative Practices Foundation, which removes financial barriers to restorative educational opportunities and supports the implementation of restorative solutions in communities around the world.

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